

Beyond Rhyme Time

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Phonological Awareness

Phonemic Awareness



As a result of this session, a participant will:

- Be able to define phonological awareness and phonemic awareness
- Have created a list of “ready rhymes”
- Be exposed to a quick review of the developmental progression of phonological awareness & teaching practices to support

What is phonological awareness?

- At the most simple level, phonological awareness is an awareness of the sounds in language.
- This includes hearing any sound, sentences as whole parts, individual words, parts of words, and individual sounds within words.

What is phonemic awareness?

- Phonemes are the individual sounds within words.
- The ability to hear the *individual* sounds in spoken language (the phonemes).
- It is included within the bigger picture of phonological awareness.

What can you remember?



- Record as many as you can in 5 minutes
- Rhymes
- Songs
- Ditties
- Rope Jumping
- Chants

How is phonological awareness related to oral language?

- It is only through experiences with spoken language that true understanding of phonemes can emerge (Goswami, 2001).

Why is phonological awareness important?

- Next to knowledge of letters, phonological awareness is currently the biggest predictor of future reading success in first grade and beyond.
- For most children who will develop a reading disability, their problem began in the preschool years with phonological awareness difficulties. (Scarborough, 2001).

Doesn't it just develop naturally?

- In some children it does
- In 20-30% of children, instruction is necessary
- Phonological and phonemic awareness instruction has been shown to be very beneficial.

The Developmental Progression of Phonological Awareness...

1. Hearing sounds in language
2. Hearing separate words within language
3. Hearing parts of words within words

The Developmental Progression of Phonological Awareness...

- Sounds
- Words
- Syllables
- Onsets (initial sound in word up to first vowel)
- Rimes (everything from the first vowel on--)
- Phonemes (individual discrete sounds in language)

source: Treiman & Zukowski, 1991

How does the instruction/learning portion of phonological awareness progress?

- Listening to language
- Developing awareness of words in language
- Developing awareness of syllables in words
- Developing awareness of word parts through rhyming
- Developing awareness of word parts through blending (putting sounds together to form words)
- Developing awareness of word parts through segmenting (separating words into parts)

At what ages should I expect to see certain stages?

- Infants and toddlers typically progress from listening to language to awareness of words in language.
- Preschool age children begin to develop an awareness of syllables and word parts. With support, most are quite able to develop awareness of rhyme *at some level* by their entrance to kindergarten.

At what ages should I expect to see certain stages?

- Children close to entrance to kindergarten *may even* be able to begin to blend and segment. However, many may not. These are *more likely* to be skills refined during the kindergarten year of school.

How can we increase children's phonological awareness?

- Instruct children at each developmental level using fun oral language activities.

Activities to support listening

- Sing fun songs for listening...
- Read books and tell stories with good sounds and repeated sounds....
- Play listening games such as Hide the Alarm Clock and Telephone
- Play follow directions games such as Simon Says...
- Take listening walks through the building
- Play listening bingo

Activities to support word awareness

- Sing songs that use children's names.
 - Ex. Mary wore a red dress
- Break sentences into words by saying each word separately
- Add actions to these separations, such as jumping for each word as it is said, or clapping for each word.
- Insert silly words, or words that do not belong into directions or stories.

Activities to support syllable awareness

- Talk like robots...
- Clap syllables in names
 - As dismissal technique from group
- Clap syllables in favorite words
- Use appropriate jump rope chants
 - Bubble gum, bubble gum...
 - Teddy bear, teddy bear...

Activities to support rhyming

Three types:

- Recognition Activities
- Discrimination Activities
- Supply Activities

Activities to support rhyme recognition

- Read simple rhyme books with the rhyming words appearing next to each other in the text.
- Sing songs with rhymes. Children put a finger in air when they hear the rhymes.
- Use a friend to help children hear the rhyme...

Activities to support rhyme discrimination

- Use nursery rhymes...
- Read rhyme books with the rhyming words appearing close to each other in the text.
- Change familiar games to rhyming games
 - ex. Duck, duck goose...
- Show children three pictures, say their names, ask children to pick the one that does not rhyme.

Activities to support rhyme supply

- Provide an easy word to rhyme with...children give the second
- Use new songs that rhyme with body parts, children predict the next phrase.
- Read rhyming books. Stop text before rhyming word for children to fill in rhyme.

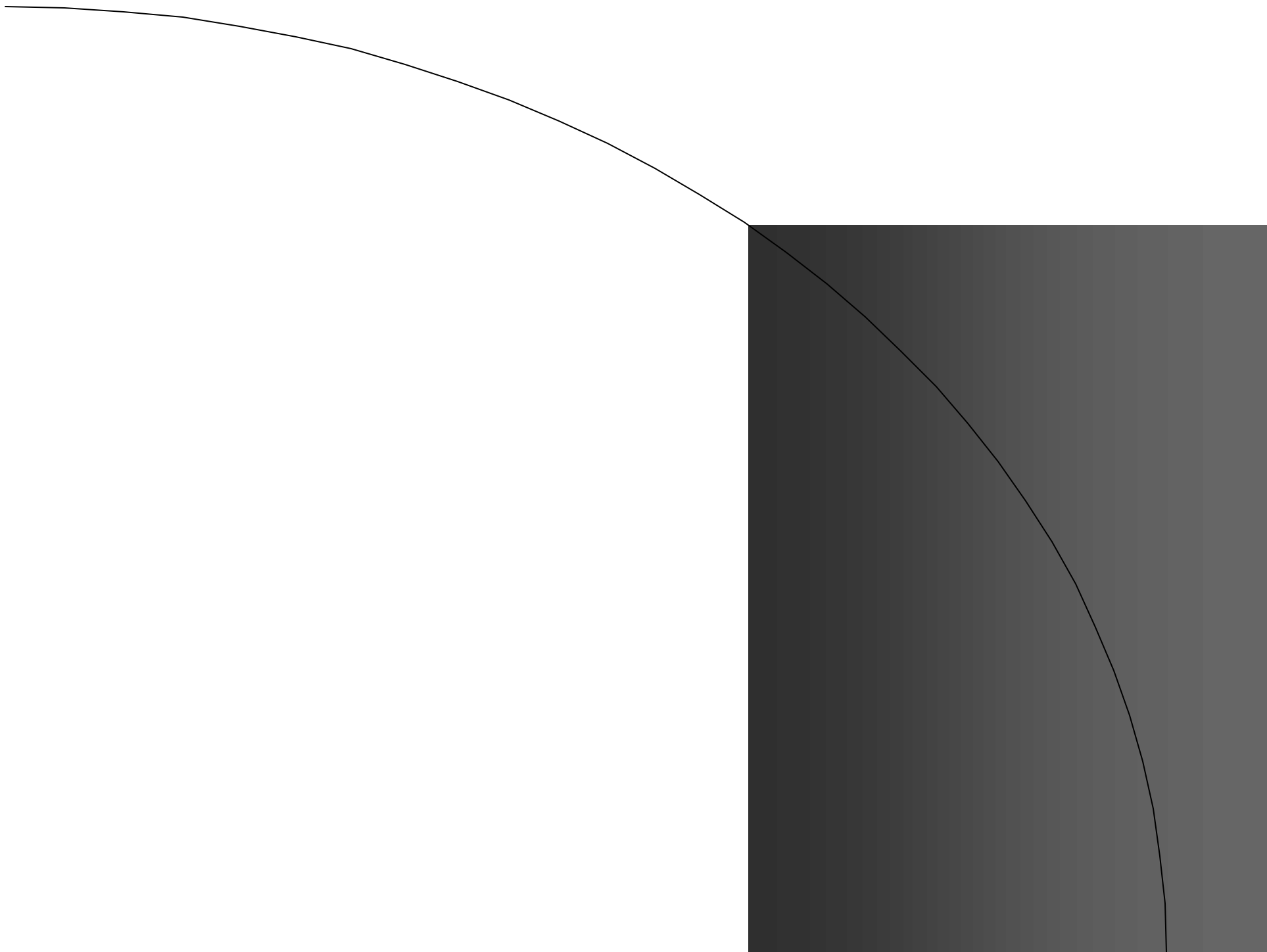
Connect actions to activities/songs



- Daily routine item
- Generate list of what to do during that time
- Walk about!

Thanks & Reminders!

- Build on what you already know
- Use song, rhyme and language throughout the day
- If you strengthen children's oral language, especially their vocabulary experiences, and play around with language to help them hear the sounds in words, you are giving the children a better opportunity to become literate.



Activities to support awareness of sounds within words: segmenting

- Segment books as you read key words for children to guess
- Penny push
- Name change
- Writing with the children

Activities to support word awareness continued...

- Count the number of words in an oral sentence.
- After counting words, compare the number of words in sentences, looking for longest and shortest sentences.
- Read stories and tell stories that invite participation for a specific word. Children must listen carefully for that word.